



A STUDY OF EMOTIONAL INTELLIGENCE OF PRE-SERVICE TEACHERS

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ABSTRACT

The purpose of this research paper is to study the emotional intelligence of pre-service teachers. The objective of the study was to find out the significant difference in the emotional intelligence of male and female pre-service teachers. In total 240 pre-service teachers, 120 males and 120 females were the participants of this research. The tool developed by Dr. S. K. Mangal & Mrs. Shubhra Mangal was used to find out the emotional intelligence of pre-service teachers. The results revealed that there is a significant difference in the emotional intelligence of male and female elementary teachers' training students.

KEYWORD: Emotional Intelligence; Pre-service teachers.

INTRODUCTION:

The teacher is of paramount in any educational system. He is the spiritual and intellectual father of students who significantly influences physical, intellectual, emotional, social, moral and spiritual development of the students. Kothari commission (1964) said, "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. A course in teacher education should seek to reshape the attitudes, remodel the habits and in the way to reconstitute the personality of a teacher." The term "Pre-service teacher" refers to the student teachers who are studying in the Bachelor of Education course. Pre-service stage plays an important role in cultural, emotional, ethical, intellectual, physical, social, spiritual development in their professional carrier. Present aim of education lays importance on the all round development of the pupils. Since the students are more dependent and reliable on their teachers for their growth in different aspects. Hence it is the responsibility of a teacher to reach the students emotionally. This can only be achieved, if our pre-service teachers are emotionally healthy and spiritually inclined as individual's emotional levels contribute to their emotional success and development (Salovey et al. 2000). Researchers have proved that an emotionally intelligent teacher is the first step to an emotionally intelligent classroom which finally enables to the desired behavioral modifications in students.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to perceive, control and evaluate emotions. It is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Emotional intelligence focuses on the aspects of intelligence that govern self-awareness and social adaptation. The term first appeared in 1985, in Wayne Payne's doctoral thesis, a study of emotion: Developing emotional intelligence. Payne's thesis centered on the idea that society's historical repression of emotion is the source of wide-scale problems such as addiction, depression, illness, religious conflict, violence and war. Daniel Goleman, a psychologist and behavioral science journalist, later popularized the term and developed related concepts in his influential book, *Emotional Intelligence* (1995). According to him emotional intelligence is the ability to be aware of and to handle one's emotions in different situations. it includes (i) self-awareness, (ii) self-regulation, (iii) motivation, (iv) empathy, (v) social skills- typically a list of personality characteristics. In general the term emotional intelligence comprises self-awareness, mood management, self- motivation, empathy and managing relationships as basic characteristic and abilities an emotionally intelligent individual consists of.

SIGNIFICANCE OF THE STUDY

Teacher education is not only an important area of interdisciplinary knowledge but also an implication of a discourse where theories and practical wisdom are developed continuously. Teacher education program helps student teachers to reflect their expressions. Classrooms are emotional places where enjoyment, excitement, anger, hurt and boredom are the day to day activities. The teacher's skill in working with emotional information and in regulating their own and their students' emotion has a direct impact on students learning. But what emotional competence do teachers need? Can they learn this in pre-service teacher education? And should this kind of ability even be categorized as emotional skill, competence or intelligence? Given recent policy initiatives in this area, these questions have become increasingly important. Building on the concept of emotional intelligence, it is necessary that teacher should recognize the feelings and manage them properly. The teachers must be aware of their own emotional intelligence

skills to develop students' emotional intelligence (Kaufhold & Johanson, 2002). Teacher can encourage students to amend their communication skills, developing common sense of responsibility and learning in the classroom (Obiakor, 2001). Teachers are expected to possess high levels of emotional intelligence for daily interactions with students, administrators, parents and colleagues (Matthews et al. 2002). The future of any nation depends on the quality of its teachers. Hence proper guidance at this crucial phase of life is more important for enhancing their knowledge and skills in decision-making, conflict resolution and management of emotions.

Statement of the problem: To study the Emotional Intelligence of Pre-Service Teachers

Operational Definition: Pre-Service Teachers: Are teachers studied in bachelor of education course.

OBJECTIVES:

1. To measure Emotional Intelligence between male and female Pre-service Teachers.
2. To find out significant difference in Emotional Intelligence of male and female Pre-service Teachers.

HYPOTHESIS:

There will be a significant in Emotional Intelligence of male and female Pre-service Teachers.

DELIMITATION:

The study is delimited to the Pre-service Teachers of Bachelor of Education Colleges of Education of Patiala district only.

METHOD:

Descriptive method was used for this study.

SAMPLE:

The sample of study consists of 240 students, out of which 120 were male and 120 were female pre-service teachers of Bachelor of Education Colleges of Patiala.

TOOL:

Emotional Intelligence Questionnaire by Dr. S. K. Mangal and Mrs. Shubhra Mangal.

STATISTICAL ANALYSIS:

Mean, SD, SE and t-ratio were calculated in order to measure and find out significant difference between male and female pre-service teachers respectively.

RESULTS:

To find out the nature of distribution of scores, the descriptive statistics in terms of mean, standard deviation, standard error separately was employed. The results are presented in the following table:

Table 1

Mean, SD and Standard Error for Total Data of Emotional Intelligence of Pre-service Teachers

Pre-service Teachers	N	Mean	SD	SE
Male	120	74.81	16.26	1.88
Female	120	66.42	13.45	1.65

Table 1 reveals that the values of mean, standard deviation and standard error in case of emotional intelligence of male and female were 191.55, 10.90, 0.79 and 146.36, 8.25, 0.68 respectively for the total sample of pre-service teachers.

H: There will be a significant in emotional intelligence of male and female pre-service teachers.

Table 2

Mean, SD and t-ratio for Total Data of Emotional Intelligence of Pre-service Teachers

Pre-service Teachers	N	Mean	SD	t-ratio
Male	120	74.81	16.26	2.26*
Female	120	66.42	13.45	

**Significant at 0.05 level*

The calculated t-value for finding out the significance of difference in the emotional intelligence of male and female pre-service teachers was found to be 2.26. The calculated t-value for emotional intelligence is higher than the table value 1.68 at 0.05 level and hence significant. Therefore it can be inferred that there exist a significant difference between emotional intelligence of male and female pre-service teachers. Hence the hypothesis that "There will be a significant in emotional intelligence of male and female pre-service Teachers." was accepted.

DISCUSSION AND CONCLUSION:

The results showed that male teachers are more matured and emotionally stable as compared the female counterparts. The obtained mean scores of male teachers are above average. This showed that male pre-service teachers were socially active and relies on them rather than on other and are willing to accept suggestions.

The conclusions drawn from this study suggest some important educational implications which are useful for teachers, administrators and educational planners. Individuals with high emotional intelligence levels possess the ability to solve problems effectively as they can easily identify and understand their feelings and can express them in an appropriate ways (Matthews & Zeidner, 2000). It is suggested that elective courses aiming at improving emotional intelligence skills be included in pre-service training education curriculum. Besides, emotional intelligence training, programmes can be organized by faculties' psychological counseling and guidance centers in order to improve the emotional intelligence skills of pre-service teachers.

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